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## ABSTRACT

This report summarizes data relating to standards for accreditation of personnel preparation programs in special education and related services. Section 1 examines standards issued by 30 responding states and identifies trends in the standards. It presents a matrix of standards by state, indicating whether the state has core curriculum requirements, specialist levels, required practicum, categorical or noncategorical certification, age/grade certification, identified competencies, administrative certification, related services standards, and standards for accreditation. Section 2 provides information concerning the standards implemented by six regional accrediting bodies. A matrix indicates whether each accrediting body has requirements in the areas of core curriculum, specialist levels, practicum, admission, follow-up, exit, faculty, governance, and resources. Section 3 summarizes accreditation information from seven national professional organizations in special education and related services, and offers a matrix indicating whether each organization has standards in the area of general requirements, specialist levels, practicum, admission, follow-up, exit, faculty, governance, and resources. Appendixes list addresses for state education departments, regional institutional accrediting bodies, and special education and related services organizations. (JDD)

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National Association of State  
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The Council for  
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## THE NATIONAL CLEARINGHOUSE

### FOR PROFESSIONS IN SPECIAL EDUCATION

#### INFORMATION BULLETIN #40

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## NATIONAL, REGIONAL, AND STATE ACCREDITATION AND CERTIFICATION STANDARDS FOR SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL

### A Summary

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## **NATIONAL, REGIONAL, AND STATE ACCREDITATION AND CERTIFICATION STANDARDS FOR SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL**

### **A Summary**

#### **INTRODUCTION**

This **Summary** and overview, compiled by the National Clearinghouse for Professions in Special Education, covers accreditation standards used by national professional organizations, regional accrediting bodies, and State Education Agencies (SEAs). The Clearinghouse has compiled three volumes containing this information:

- o Digest Of Standards Relating To Personnel Preparation Programs in Special Education And Related Services Issued By The States
- o Digest Of Standards Relating To Personnel Preparation Programs In Special Education And Related Services Issued By Regional Institutional Accrediting Bodies
- o Digest Of Standards Relating To Personnel Preparation Programs Of Nationally Recognized Special Education And Related Services Organizations

The three **Digests** taken together represent a comprehensive body of information relevant to institutions and organizations seeking to make policy or individuals pursuing certification as professionals in special education or related services.

The information helps to identify the types of standards required (1) in various special education fields or (2) in certain regions of the country. The information might also be helpful to a State administrator seeking to update existing standards or in comparing standards across a variety of states.

The Summary contains three Sections, which deal with each of the three **Digests**. The Appendices include suggested contacts for further information requests.

## SECTION ONE

### Summary Of Information Available In The

#### Digest Of Standards Relating To Personnel Preparation Programs In Special Education And Related Services Issued By The States

The **Digest Of Standards Relating To Personnel Preparation Programs In Special Education And Related Services Issued By The States** contains information about the accreditation standards that State Education Agencies have established concerning the approval of programs in colleges and universities for the preparation of professionals in special education and related services. The **Digest** report information on 30 States which had standards as of September 1989. While the variety of the types and detail of certification standards differs greatly from State to State, the information can be grouped and displayed along certain key characteristics.

**Matrix A: Summary Matrix of the Digest Of Standards Relating To Personnel Preparation Programs In Special Education And Related Services Issued By The States**, provided at the end of this Section, describes the types of information available for each State, as well as descriptive information about each State's accreditation standards.

In addition, some discussion of the information is provided here to clarify issues and identify some trends.

**Accreditation/Certification.** As used in this analysis, the term accreditation refers to the granting, or formal recognition, of a teacher training institution's program as acceptable according to State Education Agency (SEA) standards.

Certification refers to the standards used by an SEA to formally recognize or "certify" that an individual meets State standards to be a teacher or related services professional practicing in that State. In most cases, candidates for State certification are granted certification by completing a course of study at an institution of higher education accredited by the State. Therefore, certification is used here to mean standards regarding individuals seeking formal acceptance to perform teaching or other professional duties in a State.

Accreditation, on the other hand, refers to institutions of higher education receiving approval as programs providing instruction to individuals who might seek certification from the State after completion of a program.

**Categorical/Non-Categorical.** There are three terms used by states to identify areas in which accreditations are granted: (1) **categorical**, reflecting the "traditional" categories of handicapping condition as defined in the Education of the Handicapped Act; (2) **non-categorical**, which are accreditations that emphasize more generic characteristics of the student population such as severity of handicap or age; and (3) a hybrid of both with some generic accreditations such as "sensory impaired" handicap, and some categorical, such as "hearing impaired". Of the 30 States, 15 report the use of traditional categorical accreditations, 12 States use a non-categorical approach, and four are non- categorical with categorical accreditations in certain areas.

**Early Childhood Accreditation.** It is surprising, given the existence of early childhood programming in many States for several years, that only eight States specifically establish accreditation for teachers in early childhood.

**Core Requirements.** All of the states prescribe a core curriculum for the award of any special education teaching credential.

**Specialist Levels.** All but one (North Carolina) of the states awards certification for course work beyond the core requirements, e.g., "Learning Disabilities Specialist."

**Competencies Identified.** More than half of the states identify the skills and knowledge which the candidates for certification will be taught.

**Administrative Certification.** Most of the states do not require administrative certification for special education. The states which do include certification standards for supervisory/administrative professionals include Colorado, Georgia, Iowa, Kansas, Kentucky, Minnesota, Oregon.

**Related Services.** Only four of the states report they have established certification of related services personnel as part of the special education standards for certification.

**Standards for Accreditation.** Fourteen of the 30 states report they have established standards for accreditation in addition to those standards established by regional or national accrediting bodies.

For further information concerning State accreditation and certification standards or procedures, individuals are encouraged to contact the State directly. State addresses are available in Appendix A.

## Matrix A:

**Summary Matrix of the Digest of Standards Relating  
to Personnel Preparation Programs in Special Education  
and Related Services Issued by the States**

STATE	Core Requirements	Specialist Levels	Practicum Required	Category	Non-Categorical	Age/Grade			Competencies Identified	Administrative Certification	Related Services	Standards for Accreditation
						0-2	3-5	K-8				
Arkansas	Yes	Yes	Yes	No	Yes	X	X	X	No	No	No	Yes
California	Yes <sup>2</sup>	Yes <sup>2</sup>	Yes	Yes*	Yes*	X	X	X	Yes	No	No	No
Colorado	Yes	Yes	Yes	Yes	No	X	X	X	Yes	Yes	Yes	No
Washington D.C.	Yes	Yes	Yes	Yes	Yes	X	X	X	Yes	No	Yes	Yes
Georgia	Yes	Yes	Yes	Yes	Yes	No	X	X	Yes	Yes	No	No
Illinois	Yes	Yes	Yes	Yes	Yes	No	X	X	Yes	No	No	No
Iowa	Yes	Yes	Yes	Yes <sup>1</sup>	Yes <sup>1</sup>	No	X	X	Yes	Yes	Yes	Yes
Kansas	Yes	Yes	Yes	Yes	Yes	No	X	X	Yes	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes	No	Yes	Yes	X	X	Yes	Yes	No	No
Maine	Yes	Yes	Yes	No	Yes	Yes	X	X	Yes	No	No	Yes
Massachusetts	Yes	Yes	Yes	No	Yes	Yes	X	X	Yes	No	No	Yes
Minnesota	Yes	Yes	Yes	Yes	Yes	No	X	X	Yes	Yes	No	No
Missouri	Yes	Yes	Yes	Yes	Yes	No	Yes	X	Yes	No	No	No
Montana	Yes	Yes	Yes	Yes	Yes	Yes	X	X	Yes	No	No	Yes
Nebraska	Yes	Yes	Yes	Yes	Yes	No	No	X	Yes	No	No	No
New Hampshire	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	No	No	No
New Jersey	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	Yes
New York	Yes	Yes	Yes	Yes	Yes	Yes	No	X	X	No	No	No

STATE	Core Requirements	Specialist Levels	Prac-ticum Re-quired	Categori-cal	Non-Categori-cal	Age/Grade	Competencies Identified			Administrative Certification	Related Services	Standards for Accreditation
							0-2	3-5	K-8			
North Carolina	Yes	No	Yes	No	No					No	No	Yes
North Dakota	Yes	Yes	Yes	No	Yes					No	No	Yes
Ohio	Yes	Yes	Yes	No	Yes	X	X	X	Yes	No	Yes	No
Oklahoma	Yes	Yes	Yes	No	Yes	X	X	X	Yes*	No	No	No
Oregon	Yes	Yes	Yes	No	Yes				Yes	No	No	No
Pennsylvania	Yes	Yes	Yes	No	Yes		X	X	No	No	Yes	No
Rhode Island	Yes	Yes	Yes	No	Yes*				Yes	No	No	No
South Carolina	Yes	Yes	Yes	No	Yes*				Yes	No	No	Yes
Texas	Yes	Yes	Yes	No	Yes		X	X	No	No	No	No
Virginia	Yes	Yes	Yes	No	Yes				No	No	Yes	No
West Virginia	Yes	Yes	Yes	No	Yes		X	X	Yes	No	No	Yes
Wisconsin	Yes	Yes	Yes	No	Yes				No	No	No	No

\* = States marked with a single \* under the non-categorical column use a non-categorical certification approach except for sensory impairments.

\*\* = South Carolina has adopted the NCATE Standards and uses them with minor revisions.

## SECTION TWO

### Summary Of Information Available In The

#### Digest Of Standards Relating To Personnel Preparation Programs In Special Education And Related Services Issued By Regional Institutional Accrediting Bodies

The Digest Of Standards Relating To Personnel Preparation Programs In Special Education And Related Services Issued By Regional Institutional Accrediting Bodies provides information concerning the standards used by accrediting organizations to accredit degree granting institutions of higher education. These six regional accrediting bodies have developed in the tradition of voluntary cooperation of educational institutions in the effort to assure integrity of educational programs. The specific organizations are:

- Middle States Association of Colleges and Schools
- New England Association of Colleges and Schools
- North Central Association of Colleges and Schools
- Northwest Association of Colleges and Schools
- Southern Association of Colleges and Schools
- Western Association of Colleges and Schools

In general, the accrediting bodies use the same types of standards but exhibit considerable differences in detail. All have some standards concerning faculty and faculty governance. Half specifically require a core curriculum for specialist programs. Only two of the six require practicum experiences as part of the required training program.

**Core Requirements.** All six of the accrediting bodies require a Core curriculum -- a certain type or etc.

**Specialist Levels.** Three of the Regional Accrediting Bodies awards certification for coursework or competencies beyond the core requirements (e.g., A Learning Disabilities Specialist would be more specifically trained than an individual with basic teacher certification).

**Practicum Required.** Two of the Accrediting Bodies requires field based experience in actual teaching settings before certification can be awarded.

**Admission.** Five have specific admission standards and procedures which degree granting institutions must meet.

**Follow-Up.** Five require specific procedures or information which degree granting institution must have in order to receive accreditation from the accrediting body.

**Exit.** Three of the accrediting bodies requires the degree granting institution to specify criteria for completion of degrees by its graduates.

**Faculty.** All specify standards for faculty performance or educational level as requirements for accreditation.

**Governance.** Five specify standards for faculty governance as a requirement for accreditation.

**Resources.** All have standards for the amount of use of resources as a requirement for accreditation.

Matrix B provides specific summary information on relevant characteristics of the accrediting bodies' standards.

For further information concerning accreditation information or procedures, individuals are encouraged to contact the accrediting bodies directly. Addresses are available in Appendix B.

**Matrix B:**

**Digest of Standards Relating to  
Personnel Preparation Programs in Special Education and  
Related Services Issued by Regional Institutional Accrediting Bodies**

ACCREDITING BODY	General Requirements	Specialist Levels	Practicum Required	Admission	Follow-Up	Exit	Faculty	Governance	Resources
Middle States	Yes	No	No	Yes	Yes	No	No	Yes	Yes
New England	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes
North Central	Yes	No	No	No	No	No	Yes	No	Yes
Northwest	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Southern	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Western	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

## SECTION THREE

### Summary Of Information Available In The

#### Digest Of Standards Relating To Personnel Preparation Programs Of Nationally Recognized Special Education And Related Services Organizations

The Digest Of Standards Relating To Personnel Preparation Programs Of Nationally Recognized Special Education And Related Services Organizations describes standards established by seven national professional organizations. These standards are used by States and degree granting institutions to establish programs and policies to ensure well qualified individuals. As such, the professional standards found in this **Digest** have considerable influence and serve an important function. The organizations appearing in the **Digest** are:

- The American Occupational Therapy Association
- The American Physical Therapy Association
- The American Speech-Language-Hearing Association
- The Council For Exceptional Children
- The Council for Education of the Deaf
- The Council on Social Work Education
- The National Association of School Psychologists

The standards found in this **Digest** are the most consistent in terms of each organization having information in each of the categories of the Matrix. For example, at least three of the seven organizations have a standard in each category. In two of the categories ("practicum required," and "specialist") each of the organizations have standards.

**Specialist Levels.** All seven organizations require course work or competencies beyond the core requirements. (e.g., A Learning Disabilities Specialist would be more specifically trained than an individual with basic teacher certification).

**Practicum.** All require field based experience in actual teaching or other service delivery settings.

**Admission.** All seven professional organizations specify admission standards and procedures which must be met.

**Follow Up.** Four of the organizations specify procedures or information the institution must use to keep information on professionals.

**Exit.** Three of the organizations require specific criteria for completion of degrees by its graduates.

**Faculty.** All specify standards for faculty performance or educational level as a requirement for accreditation.

**Governance.** Six of the organizations specify standards for faculty governance.

**Resources.** Six of the organizations specify standards for the amount or use of resources as a requirement for accreditation.

For further information concerning professional organization standards or procedures, individuals are encouraged to contact the organizations directly. Addresses are available in Appendix C.

**Matrix C:**

**Digest of Standards Relating to  
Personnel Preparation Programs of Nationally  
Recognized Special Education and Related Services Organizations**

ORGANIZATION	General Requirements	Specialist Levels	Practicum Required	Admission	Follow-Up	Exit	Faculty	Governance	Resources
AOTA	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
APTA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
ASHA	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
CEC	Yes	Yes	Yes	No	No	Yes	No	No	No
CED	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CSWE	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
NASP	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes

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## **Appendix A**

### **State Education Department Addresses**

**APPENDIX A**

**STATE EDUCATION DEPARTMENT ADDRESSES**

**ARKANSAS -**

Special Education Section  
Arkansas Department of Education  
Education Building - Room 105C  
#4 Capitol Mall  
Little Rock, Arkansas 72201

**CALIFORNIA -**

Specialized Programs Branch  
California Department of Education  
Capitol Mall  
P.O. Box 721  
Sacramento, California 95814

**COLORADO -**

Special Education Services Unit  
Colorado Department of Education  
201 E. Colfax  
Denver, Colorado 80203

**DISTRICT OF COLUMBIA -**

Division of Special Education and  
Pupil Personnel Services  
D.C. Public Schools  
Webster Administration Building  
10th and H Streets, N.W.  
Washington, DC 20001

**GEORGIA -**

Georgia Department of Education  
Teacher Education  
1858 Twin Towers East  
Capitol Square  
Atlanta, Georgia 30334

**ILLINOIS -**

Illinois State Board of Education  
Mail Code E-216  
100 North First Street  
Springfield, Illinois 62777-0001

**IOWA -**

Division of Special Education  
Iowa Department of Education  
Grimes State Office Building  
Des Moines, Iowa 50319-0146

**KANSAS -** Certification, Teacher Education,  
and Accreditation  
Kansas Department of Education  
120 East 10th Street  
Topeka, Kansas 66612

**KENTUCKY -** Kentucky Department of Education  
Capitol Plaza Tower  
Frankfort, Kentucky 40601

**MAINE -** Division of Special Education  
Maine Department of Education and  
Cultural Services  
Station #23  
Augusta, Maine 04333

**MASSACHUSETTS -** Division of Special Education  
Massachusetts Department of Education  
1385 Hancock Street  
Third Floor  
Quincy, Massachusetts 02169-5183

**MINNESOTA -** Special Education Section  
Department of Education  
812 Capitol Square Building  
550 Cedar Street  
St. Paul, Minnesota 55101-2233

**MISSOURI -** Special Education  
Department of Elementary  
and Secondary Education  
P.O. Box 480  
Jefferson City, Missouri 65102

**MONTANA -** Special Education  
Office of Public Instruction  
State Capitol - Room 106  
Helena, Montana 59620

**NEBRASKA -** Nebraska Department of Education  
301 Centennial Mall South  
Box 94987  
Lincoln, Nebraska 68509-4987

**NEW HAMPSHIRE -** Special Education Bureau  
New Hampshire Department of Education  
101 Pleasant Street  
Concord, New Hampshire 03301-3860

**NEW JERSEY -** New Jersey Department of Education  
P.O. Box CN 500  
225 W. State Street  
Trenton, New Jersey 08625-0001

**NEW YORK -** New York State Department of Education  
Office of Assistant Commissioner for  
Education of Children w/Handicapping  
Conditions  
Education Building Annex - Room 1073  
Albany, New York 12234-0001

**NORTH CAROLINA -** Division of Exceptional Children  
North Carolina State Department of  
Public Instruction  
Education Building - Room 442  
116 W. Edenton  
Raleigh, North Carolina 27603-1712

**NORTH DAKOTA -** Special Education  
Department of Public Instruction  
State Capitol  
Bismarck, North Dakota 58505-0440

**OHIO -** Ohio Department of Education  
Division of Special Education  
933 High Street  
Worthington, Ohio 43085-4017

**OKLAHOMA -** State Department of Education  
Oliver Hodge Memorial Building  
2500 N. Lincoln  
Room 411  
Oklahoma City, Oklahoma 73105-4599

**OREGON -** Special Education and Student  
Services Division  
Oregon Department of Education  
700 Pringle Parkway, S.E.  
Salem, Oregon 97310-0290

**PENNSYLVANIA -** Bureau of Special Education  
Pennsylvania Department of Education  
333 Market Street  
Harrisburg, Pennsylvania 17126-0333

**RHODE ISLAND -** Rhode Island Department of Education  
Roger Williams Building - Room 209  
22 Hayes Street  
Providence, Rhode Island 02908-5025

**SOUTH CAROLINA -** Office of Programs for the Handicapped  
State Department of Education  
100 Executive Center Drive A-24  
Columbia, South Carolina 29201

**TEXAS -** Special Education Programs  
Texas Education Agency  
1701 N. Congress Avenue  
Room 5-120  
Austin, Texas 78701-2486

**VIRGINIA -** Virginia Department of Education  
P.O. Box 6Q  
Richmond, Virginia 23216-02060

**WEST VIRGINIA -** Special Education  
West Virginia Department of Education  
Building #6 - Room B304  
Capitol Complex  
Charleston, West Virginia 25305

**WISCONSIN -** Division of Handicapped Children  
and Pupil Services  
Department of Public Instruction  
125 S. Webster  
P.O. Box 7841  
Madison, Wisconsin 53707

## **Appendix B**

### **Addresses of Regional Institutional Accrediting Bodies**

APPENDIX B

ADDRESSES OF REGIONAL INSTITUTIONAL  
ACCREDITING BODIES

<b>MIDDLE STATES -</b>	Commission on Higher Education Middle States Association of Colleges and Schools 3624 Market Street Philadelphia, Pennsylvania 19104
<b>NEW ENGLAND -</b>	Commission on Institutions of Higher Education New England Association of Schools and Colleges The Sanborn House 15 High Street Winchester, Massachusetts 01890
<b>NORTH CENTRAL -</b>	Commission on Institutions of Higher Education North Central Association of Colleges and Schools 159 North Dearborn Street Chicago, Illinois 60601
<b>NORTHWEST -</b>	Commission on Colleges Northwest Association of Schools and Colleges 3700-B University Way, N.E. Seattle, Washington 98105
<b>SOUTHERN -</b>	Commission on Colleges Southern Association of Colleges and Schools 1866 Southern Lane Decatur, Georgia 30033-4097
<b>WESTERN -</b>	Accrediting Commission for Senior Colleges and Universities Western Association of Schools and Colleges P.O. Box 9990 Mills College Oakland, California 94613-0990

## **Appendix C**

### **Addresses of Special Education and Related Services Organizations**

## APPENDIX C

### ADDRESSES OF SPECIAL EDUCATION AND RELATED SERVICE ORGANIZATIONS

- OCCUPATIONAL THERAPY -** The American Occupational Therapy Association, Inc.  
1383 Piccard Drive  
P.O. Box 1725  
Rockville, Maryland 20850-4375
- PHYSICAL THERAPY -** American Physical Therapy Association  
Commission on Accreditation in Education  
1111 North Fairfax Street  
Alexandria, Virginia 22314
- SPEECH-LANGUAGE-HEARING -** American Speech-Language-Hearing Association  
Educational Standards Board  
10801 Rockville Pike  
Rockville, Maryland 20852
- EXCEPTIONAL CHILDREN -** The Council For Exceptional Children  
1920 Association Drive  
Reston, Virginia 22091
- DEAF -** Council on Education of the Deaf  
Gallaudet University  
800 Florida Avenue, N.E.  
Washington, DC 20002
- SOCIAL WORK -** Council on Social Work Education  
Commission on Accreditation  
1744 R Street, N.W.  
Washington, DC 20009
- Council on Social Work Education  
Commission on Accreditation  
111 Eighth Avenue  
New York, New York 10011
- SCHOOL PSYCHOLOGISTS -** National Association of School Psychologists  
808 17th Street, N.W.  
Suite 200  
Washington, DC 20005

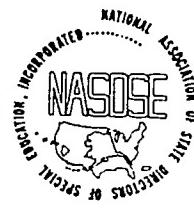
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"**National, Regional, and State Accreditation and Certification Standards for Special Education and Related Services Personnel - A Summary**" summarizes the contents of three additional volumes of accreditation-related information:

1. **Digest of Standards Relating to Personnel Preparation Programs in Special Education and Related Services Issued by the States,**
2. **Digest of Standards Relating to Personnel Preparation Programs in Special Education and Related Services Issued by Regional Institutional Accrediting Bodies, and**
3. **Digest of Standards Relating to Personnel Preparation Programs of Nationally Recognized Special Education and Related Services Organizations.**

The summary document is divided into three sections, with each section consecutively corresponding to each of the three additional volumes listed above. The first section of the summary document contains information on the accreditation standards of 30 States which had standards as of September 1989, the second addresses standards used by six regional accrediting bodies, and the third outlines standards established by seven national professional organizations. The format of each section of the summary document is similar, beginning with discussion intended to clarify issues and vocabulary, and to identify trends. In each of the three sections, such discussion is then followed by content information presented in the form of a matrix.

After reviewing the summary document, should you wish to purchase the three additional volumes of accreditation-related materials, a limited supply is available through the Clearinghouse. The volumes may be purchased as a three volume set at cost, for \$53.00. Checks may be made payable to NASDSE. Feel free to contact the Clearinghouse with any questions. Contact information is as follows:

National Clearinghouse for Professions in Special Education  
c/o NASDSE  
2021 K Street, N.W., Suite 315  
Washington, D.C. 20006  
Telephone: (202) 296-1800  
FAX: (202) 659-8454

The Council for Exceptional Children (CEC) is also in the process of putting Volumes 1-3 on computer disk. For further information, contact:

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1920 Association Drive  
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